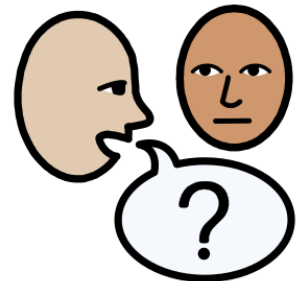


Help Sheet

0 – 25 Specialist Teaching And Support Service

How to support children working at Blank language level 1 or 2.



Why?

- This is to support children working at Blank language level 1 or 2.
- Blank levels break language down into achievable steps.
- This is beneficial because practitioners can modify their language to an appropriate level for the child.
- Support can enable children to develop verbal reasoning skills and help them to follow instructions.

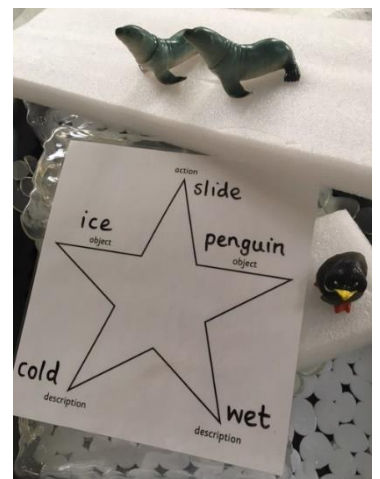
You will need:

- To assess the Blank Level that the child is working at.
- Ask 80% of questions / instructions at the level that a child can succeed.
- Ask 20% of questions at the next level up. Allow 10-seconds processing time and if the child is unable to answer, model a response.

How?

How to support a child working at Blank 1:

- Name objects that the child is holding.
- Point at pictures and name objects.
- Use props alongside stories.
- Repeat the same stories and rhymes frequently.
- Repeat key vocabulary
e.g. use vocabulary stars.



Help Sheet

0 – 25 Specialist Teaching And Support Service

How to support a child working at Blank 2:

Find objects by function:

Make a collection of household objects. Ask questions about function e.g. 'give me something to eat with' / 'give me something to pour with'. In the areas of provision use function to ask for items e.g. 'give me something to cut with' - scissors, 'give me something to roll' - ball.

Find objects that belong together:

Make a collection of objects that go together to e.g. paint and paintbrush, pan and spoon, bucket and spade, toothpaste and toothbrush. Hold one of the pair and say the first part of the phrase, 'paint and...'

Sort and classify:

Use tidying up as a learning opportunity. Sort toys and model their categories e.g. vehicles, play food.

Provide sorting activities and model the descriptive words e.g. colour / shape / size / texture.

Share books:

Have Blank level bookmarks to prompt questions at the correct level. Use props alongside stories help children to develop vocabulary. Props can also be used to introduce vocabulary as 'pre-teaching' before introducing a book or topic to the class.

Things to note:

- Further information about assessing Blank levels can be found in the Early Years Blank Level Toolkit.

Reference / Evidence base – informed by:

Blank, Rose and Berlin (1978)

Liz Elks & Henrietta McLachlan 'ELKLAN Language Builders' 2013